ROLE OF CLASSROOM MANAGEMENT THEORIES IN 21st CENTURY SCHOOLING SYSTEM

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ABSTRACT

This paper is a theoretical overview on four theories of classroom management. The paper explains in detail the meaning of classroom management through analyzing the theories propounded through B.F. Skinner Operant Conditioning (1960), William Glasser Choice Theory(1998), Jacob Kaunin Classroom Management Theory (1970), and Kohn's Student Directed Learning Theory (2006). All these theories provide distinct ideas on the thought study room management. After going thru countless studies and theories, it is distinct that aspects or dimensions of school room management can't be restrained to sure behaviour reinforcements, stretegies, policies, consequences, management skills, etc. These theories will assist a teacher identify more than a few school room administration styles and adapt their principles into an eclectic principle and then enforce in the classroom. Thus, giving instructor an opportunity to work successfully to create positive studying surroundings in the classroom.

INTRODUCTION

Education is a continuous process which aimed the all spherical improvement and knowledge. It is a technique of facilitating studying and helps in growing human values and acquisition of the knowledge, which in flip supply new ideas and experiences to teenagers and adults. It helps in making a man or woman civilized, cultured, and skilled and being a perfect human being. Mahatma Gandhi defined that Education is capacity an all-round drawing out of the satisfactory in the infant - body, thought and spirit. Education in historical India had a deep have an effect on in uplifting and enhancing fellow and its average growth. There are many goals closer to training like Self-control, improvement of character, era of sociability or social awareness, fundamental development of personality.

In twentieth century role of a teacher grew to become extra boost and specific.
It centered on building a mastering environment and imparting know-how to kids based
totally on certain variables
and factors that ultimately leads to getting to know of students. In current times,
the technology has modified currently and education has end up easier to facilitate. These applied sciences and omitting the use
of normal strategies are not nevertheless positive and beneficial for the teachers.
Many regulations and guidelines were advised and techniques are worried in effective school
room administration to amplify the parameters
of understanding and high quality study
room management (Ryan & Deci, 2008). But with growing demand and pressure,
the teachers suffered stress and feel now not good. There are many factors that make contributions to stress like the disciplinary issues in the class, the work overload, classroom administration issues and so on [(Forlin, 2001); (Lewis, 1999); (Male & May, 1998)].

Prior to 1960s the approach to classroom management was teacher centered and highly interventionist. Classroom management theories were on the basis of certain proverbs such as

"spare the rod spoil the child" and so on. Interventionists, as explained by Wolfgang (1995) believe that rewards and punishments of a teacher form appropriate behaviour in students. Further, the interventionist philosophy advocates high degree of control by teacher in the classroom (Badiei, 2008). Harris (1967) a proponent, promoted transactional analysis to solve problems. Ginott (1972) elaborated his theory on congruent communication, that is, teachers should avoid confronting students and understand their feelings so as to promote positive behaviour among students. Interactionalists stress that students learn necessary behaviour as a result of encountering the outside world of people and objects (Badiei, 2008). Thus, the interactionalists believe that the students and teachers share the responsibility of classroom management. Approaches to responding to misbehavior (Wachtel,1999), Albert (as cited in Griffith, Cooper &Ringlaben, 2002) on Cooperative Disciline, Judicious Discipline (Gathercoal, 1990) and Discipline with Dignity (Curwin&Mendler, 1988) are some of the major studies based on the interactionalist ideology and approach to classroom management. Dreikurs, Gruwald& Pepper (1982), Kounin(1970) and Glasser (1992) provided the framework forinteractionalist approach to classroom management (Wolfgang, 1995). The earliest known systematic empirical study on classroom management was conducted by Jacob Kounin (1970). Kounin (1970) focused on classroom management as mastery of techniques that enables teachers to programme for individual differences and individual students. Baumrind (1970) explained the concepts of socializing a child which offered different styles of parenting namely authoritative, authoritarian and permissive. This approach was used in the classroom back then. After 1970 many studies emerged worldwide on the classroom management.Canter & Canter (as cited in Charles and Senter, 2005) advocated Assertive Discipline which established teachers

to help form a structure in the classroom without hindering into the student rights. This Assertive Discipline training programme has since been given to teachers worldwide. According toEgeberg, McConney and Price (2016) in 1960s and 70s the theoretical foundation for teachers on classroom management was applied behaviour analysis. Glickman and Tamashiro (1980) introduced an instrument called Beliefs on Disciplinary Inventory which is used in clarifying teachers' beliefs on discipline so they can select strategies with which they are comfortable.In 1980s studies on classroom management pointed out that instruction and management are layered upon each other (Doyle, 1986). Classroom management is inclusive of both behavioural and instructional management (Glickman &Tamashiro, 1980; Wolfgang & Glickman, 1986).

The Theory of Reinforcement (Skinner, 1953) gained prominence as an approach to classroom management in the later 1980s and the 1990s. In the Skinner model the teachers direct student behaviour to get desired outcomes and effective management (Omomia & Omomia, 2014). Brophy (1996) stated the importance of teachers as effective classroom managers who should focus on creating positive learning environments by preparing andteaching interesting lessons and supervise students. From the late 1990s to the present focus of research on classroom management is more on the area of creating positive environment through teacher-student collaboration in the classroom in solving the problems. Oliver & Reschly (2010) supported the positive learning environment methods which produce and increase constructive interactions resulting in successful classroom environment. Martin, Yin, and Baldwin (1998) developed the Classroom management Style Inventory which measured teachers' styles to the classroom management in three broad dimensions such as instructional management, people management, and behavior management. The Choice Theory (Glasser, 1998) has influenced classroom

management by teachers creating environments and curricula that cultivate appropriate behavior through meeting learners' needs for belonging and the feeling of empowerment. Froyen and Iverson (1999) found that classroom management focuses on three major components such as Content Management, Conduct Management and Covenant Management. Hardman & Smith (1999) argued that teachers should create by working towards positive learning environments by identifying conditions in the classroom and implement activities that promote desirable behaviour in the classroom.

CLASSROOM MANAGEMENT

Classroom management is a series of techniques that instructors use to inspire high-quality mastering via minimizing distractions and disruptions. Classroom administration can often be a examine section of a teacher's training. Even if school room management is covert in a teacher-training course, new instructors might also not be prepared to deal with all the actual-life challenges of the classroom. A trainer can have fantastic lesson plans and materials. Classroom administration refers to the excessive variety of capabilities and methods that instructors use to maintain college students systematic, regularly, focused, attentive, on task, and academically productive for the duration of a class. When classroom-management techniques are done effectively, teachers decrease the behaviors that obstruct mastering for both character students and companies of students, while maximizing the behaviors that facilitate or decorate learning. Generally speaking, actual instructors tend to discover strong classroom-management skills, while the hallmark of in experienced   or much less tremendous instructor is   disorderly study room crammed with students who   are now not working or paying attention.

CLASSROOM MANAGEMENT INDICATORS

1. **Classroom climate;** as a set of characteristics that describe a classroom, distinguish it from other classrooms and influence the behavior of teachers and students in it, relatively enduring over a period of time.

2. **Classroom communication**; the process by which someone who has a purpose to accomplish , say a teacher, tries to convey something to get someone else, say a student, to act for the achievement of the purpose. Communication involves both exchanging information and transmitting meaning.

3. **Classroom management of student learning to belong**; The culture produces a strong sense of community for the school and a feeling of belonging to that community on the part of teachers and students and parents. Teachers creating learning experiences for their students by knowing about their background knowledge of skills, interests outside school, cultural heritage and special needs through various methods.

4. **Management of student behavior in the classroom** (Discipline); refers to approaches to managing students' behavior till learning occur in an effective environment. Managing discipline in the classroom is an important component of classroom management. Learning will not meet in an environment where student behavior is out of control.

5. **Teaching strategies**; means selecting best method for teaching once teacher become aware of what the class needs in terms of learning experiences; teaching the whole class, teaching groups, or individual work.

6. **Managing the new generation classroom**; is shifting classroom management to computer lab management. Obviously, classroom management

for the new generation will need to be different, far different.

In some other point of views classroom management is the organization of a classroom as a learning environment; the management of student discipline, order and care; the grouping of student for different tasks and patterns of interaction; the individualization of students learning (Stensimo, 1995, Emmer, Everston, Clements, &Worsham, 1994, Jones and Jones, 1990 as cited in Martin & Shoho, 2000, and Smith, 1991).

REVIEW OF LITERATURE

Levin, Nolan, Kerr, & Elliot (2005) describe three main theories of classroom management as student- directed, collaborative, and teacher directed. The student – directed theory believes that students have the primary responsibility for controlling their behavior. Collaborative management is based on the belief that the control of student behavior is the joint responsibility of student and teacher. Levin et al. (2005) describe the models as three points on a continuum that move from student – directed toward teacher- directed practices. The points may be thought of as the beliefs that teachers hold to subscribe to a particular method, or a combination of methods. The theories outlined in the following figure.

Withall, (1951,as cited in Kasinath, 2001) developed one of the teacher instruments for assessing the classroom interaction. Based on the seven categories in the Withall's climate index one is able to consider evidence of two types of classroom control (management), learner-centeredness and teacher- centeredness. Withall found that different teachers produced a different climate with the same group of students.

Glatthorn (1990) described this as the process of fitting the represented material to the characteristics of the students. The teacher must

consider the relevant aspects of students' ability, gender, language, culture, motivations, or prior knowledge and skills that will affect their responses to different forms of presentations and representations. The content to be covered in high school social studies or algebra is very different from the content to be covered in a graduate course on computer science or art history.

Kamala Arora (1976) studied characteristic differences between effective and ineffective teachers. The major findings were : Effective teachers were mostly satisfied with their job, whereas ineffective teachers were dissatisfied or indifferent; effective teachers derive satisfaction in job, in company of students and teaching general whereas ineffective teachers do so mainly from the financial angle; effective teachers have significantly more favourable attitude than ineffective teachers towards teaching profession, teaching personnel, friendly relations between teachers and pupils, democratic discipline and mild reformative punishment, modern teaching techniques, judicious homework .

Jones, Helen (1977) studied the classification of classroom questions: three descriptive systems. This work discusses classroom questions in the following terms. First, it provides an extensive review and discussion of the existing literature on questions. Second, a proposal is presented for three separate but complementary classification systems for describing teacher and student questions. And third, the results of tests of these category systems with 870 questions recorded in

fifth and sixth grade elementary classrooms are reported and analyzed for their usefulness to educators and researchers.

Tjart, Emerson Sheldon (1979) carried out a staff development project to improve teacher questioning. The effectiveness of a staff development project which aimed to improve

teachers' question asking skills was assessed in a field study. The subjects consisted of three elementary student teachers and twelve experienced secondary teachers.

Martin and Sohoho (2000) hypothesized that age could explanation for differences in beliefs regarding classroom management style. They found that traditionally certified teachers and additional certification program participants scored more interventionist than student teachers on both subscales used. Martin and Sohoho found that as teacher's age, their beliefs and attitudes toward classroom management get more controlling; they suppose that most of the older subjects were also likely to be parents. They consider whether or not it is teaching experience or life experience that reasons this difference in the teachers' attitude. Martin and Sohoho also wonder if teachers who are parents approach their classrooms differently from those who are not parents.

Weinstein, Curran and Tomlinson-Clarke (2003) the final goal of classroom management is not to fulfill performance or guide, but to provide all students with equitable opportunities for learning. The beginning of culturally responsible classroom management that includes five necessary components such as acknowledgment of one's own ethnocentrism, knowledge of student' backgrounds, understanding of the broader social, economic and public firm, efficiency and willingness to use culturally appropriate management strategies and warranty to building watchfulness classrooms.

Wong & Wong (2005) suggested that an energetic classroom management style consists of composed surrounding and attitude towards the students that is task oriented, predictable, and consistent. In a world that is continually shifting away from a one size suitable all approach to education in grace of individualized standards of guidance and work, we as educators find ourselves faced with the duty of contribute

consistency in an surrounding that requires us to guide people with different needs and problems in a multitude of ways.

Reese (2007) supported that top among four C's of prosperous classroom management, Commendation act a nuclear role strengthening the proper behavior in class. In classrooms where making unfair illustrate is lower upon, more positive approaches can precede to actual results. It was further suggested that actual reinforcement and appearance for the good in students can change the attitude of a student from disobedient form of study sick behavior to more originative forms of attention sick manner.

Myers and Simpson (1997) investigate about Revising Teaching and Professional growth. According to them teaching as professional practice and teachers as professional practitioners. According to him School as the centre for teacher learning and teaching as examine proposition

identification. Problem solving. A cultivate of interrogation? Teacher as disciple worked In his view. Professional knowledge included-(I) Subject matter extent knowledge (2) Pedagogical extent knowledge (3) curricular knowledge (4) Technical knowledge (5) Practical knowledge (6) implied knowledge Professional knowledge originate from practice and in the context of use.

French and Chopra (1999) conducted interviews with parents who describe that they expect inclusion without paraedsucators is hopeless. The parents cited reasons of healthfulness and safeness, sociable and academic engagement in support of their affirmation. Actually, these parents expect that paraedsucators are more important than teachers to their child's inclusion. But parents also emphasized that paraedsucators should "stand back a little, too" and to "become invisible in a

very suited way" (French and Chopra, 1999 p. 264).

Emmer, Evertson and Anderson (1980) extended Kounin's findings by examining how teachers who are energetic managers begin the year and regulate the fundamental principles of management that highlight their teachers. The researchers observed twenty-seven self-contained classrooms during the first three weeks of a school. Detailed records of particular student behaviors were instruction.

CLASSROOM MANAGEMENT THEORIES

It is important how teachers manage their classrooms to make it into an effective learning environment. In a classroom all students learn differently (Pashler, McDaniel, Rohrer & Bjork, 2009) and choosing an effective instructional method could alleviate behavioural problems of the students. A teacher's orientation towards classroom management is significant as it forms the classroom management theory of the educator (Egeberg, McConney and Price, 2016). Classroom management theories are constantly evolving according to the day and age. However, there are major theories which will always help the educators to acquire necessary knowledge on how to solve a classroom management problem.

B.F. Skinner's Operant Conditioning B.F. Skinner involved the principles and ideas of behaviorism in his work and contributed immensely towards understanding human behaviour. Through his research with animals he found out that it is possible to produce desirable behaviour outcomes through rewards and undesirable behaviour through punishment so as to modify the behaviour into a favourable one (Skinner, 1953). Originally, Skinner's work on operant conditioning was not designed to address classroom management; however, the ideas that he developed could be used successfully to solve classroom management problems. Omomia&Omomia (2014) view that Skinner's

operant conditioning principles have influenced education and the greater influence is on classroom management. The instructional objectives, programmed instruction, mastery learning and behaviour analysis are some of the areas which it has influenced. Skinner's operant conditioning is based on the concepts of reinforcement and punishment. Skinner (1986) aptly believed that an individual cannot learn by doing something alone but learns on the basis of the consequences that follow after the performance. That's why he used the term reinforcement. If a student adheres to the rules of the classroom that means the child is producing a favourable behaviour which should be reinforced with a reward. On the other hand, if that child disobeys the rule that means the behaviour is unfavourable which should be reinforced with a punishment. Therefore, reinforcement could be positive or negative. Reinforcement is Positive reinforcement is given when a desirable behaviour occurs and is rewarded so that it continues to occur. For example, congratulating students on the completion of their tasks, rewarding the students with extra marks, rewarding those who scored well in the tests, etc. this proper use of reward could solve certain problems lingering in the classroom. Negative reinforcement is applied when an undesirable behaviour is projected by the students and are punished to induce desirable behaviour which may continue to occur. Using the concepts

of punishment should be carefully thought out as the objective is to correct the behaviour of the Student, not create a mental trauma.Skinner also believedignoring the misbehaviour is an alternative to punishment. Teachers should carefully use reinforcers tomakesure that students continue to produce desired behaviours and not retract back to undesired behaviour (Standridge, 2002). In order to modify the behaviour of the students, constant reinforcement is necessary. Desirable behaviour must be rewarded whereas undesirable behaviour must be ignored or be

punished. In a classroom where teachers make students to follow rules of the classroom, negative reinforcement is applied. Thus, the Theory of Reinforcement provides theoretical support to teachers and helps them to follow and set procedures to get desirable behaviour outcomes.

William Glasser's Choice Theory Glasser developed a theory known as the Choice Theory also known as the Control Theory which is beneficial to solve classroom management problems. The theory is based on the five basic principles of human needs. Glasser (1998) identified survival, belonging, freedom, power and fun as the driving force behind displaying desirable or undesirable behaviour in the classroom. The basic idea of this theory is that teachers cannot control the behaviour of their students just by telling them what to do but can play a critical role in helping students to make a choice, therefore leading to positive behavioural changes (Glasser, 2001). The need for survival includes food, shelter, physical comfort, etc. are basis for human functioning. If the survival need is unsatisfactory then the students in the classroom may not feel safe and secured. Gabriel & Matthews (2011) point out that teachers must make sure that students eat well, are healthy, get adequate sleep, etc. Teachers should understand Dr. Manoj Praveen G. & Anoop Thomas Alex (Pg. 8089-8102) 8095 Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies that all students do not come from a safe and sound environment. Glasser (2001) believes that for managing the class better, a teacher must arrange lighting, seats, air circulation, etc. which in turn will be conducive to classroom learning. The need for love and belonging is an important need to be satisfied in a student. This is perhaps one of the most important needs in the Choice Theory. Glasser (1998) argues that it is the responsibility of the teacher to make sure that students are loved and cared for. The way to fulfill these needs is to by allowing students to share their knowledge among their friends and. The students must feel that they are accepted and

respected by classmates and adults (Frey & Wilhite, 2005). Need for freedom further helps in making choices. Here making choices by the students is vital. This gives a feel of independence and autonomy. To achieve this, students must be given to create, think, have sufficient space and independence, thus giving a sense that the students have made a choice (Frey & Wilhite, 2005). This will further enhance their confidence in participating in the classroom activities. Power need must be fulfilled through personal development. If the power need is not met, then the students may portray undesirable behaviour. Students must feel that they are worth. Frey & Wilhite (2005) believe that power is not about dominance over the other instead it is defined as the capability of the child. The students must be given the power to choose what they want to study and make a choice to actively participate and have a say in the learning activities. This need if fulfilled, the misconduct of the students in the classroom will reduce. Fun need includes joy, pleasure, doing the activities one enjoys, etc. (Glasser, 2001). It is important that learning be made fun. If a teacher incorporates fun need while teaching, then the students will cooperate and learn more effectively. Choice theory explains that the brain gives everyone the self-directing capability to fulfill life needs (Quality Educational Programs, 2009). Glasser (2001) believed that problems or misbehavior in the classroom occurs because the needs of the students are not met. In a classroom it is very important that a teacher identifies which needs are not being met. Behaviour is a matter of personal choice because a learner's behaviour

based on their choices (Glasser, 1998). Therefore, it is the teacher's responsibility to guide the learner to make a choice so that the learner produces a favourable behaviour.

Jacob Kaunin Classroom Management Theory (1970)

A teacher needs to incorporate all of the aspects of Kounin's philosophy in their teaching practice. This signify that overlapping, smoothness, energy, and group focus all must combine together to form a adapted whole. This could be fulfill through teachers having at least a week's exercise ahead of time in order for them to be sure that lesson fluidity occurs. The "with it-ness" that comes with being an effective teacher is most often the young of planning and keeps students on task. This takes a specific skill to publish potently distracting situations in which teachers need to bring students back to the task at hand. In showing students the connections between one subject to the next, using previous wordbook to provide students for scholarship new wordbook, a teacher will show overlapping. This overlapping ties into the energy aspect. Students that feel they are learning will make connections between old and new material. This confidence will allow them to contribute to the energy of the classroom. The group focus aspect in the high school setting really takes a ready attention to detail. Keeping high school students on task and not imagination about tomorrow night's football game is a skill that is essential to forward learning. A teacher necessarily to be able to spot check for students not paying attention and rapidly encounter them back into the subject, while holding the rest of the class' attention. This can be done through exciting announcements, demonstrations, or by exchange the atmosphere of learning .The five main points of Kounin's model are:

1. "with-it-ness"- The teacher is responsible for pointing out bad manners and can do this by affirm eye contt with the students at all times. The teacher should make the students watchful of her expectations and enforce them by spread out them so that the students can all be "with-it".
2. Overlapping- The teacher can have a process where the they are able to have to situations going on at the same time. An example would be to have something for students who accomplish an assignment early to work on or do so that the teacher is still able to mentor and supervise the students who are still working without having to stop what they are doing to give more instructions.**3. Momentum**- Teachers should make lessons short so that the students do not get world-weary and to allow them to possibly work in groups to go over the satisfied themselves which may give them a better understanding of the extent**. 4. Smoothness-** The teacher can have a special hand signal or gesture indicating they have a comment or question relevant to the exercise that is being taught. This way, the teacher can regulation out whether the student might cause some sort of hindrance or truly has something to say about what they are learning.
5. Group focus- This strategy can be accomplish in several ways:
- Encourage answerability by making students aware that they will be graded on participation.
- Call on students randomly to ensure that everyone is paying attention and staying on task.
- The students can form a discussion by talking about the work or acquire answers with the teachers consent.

Kohn's Student Directed Learning Theory (2006)

Alfie Kohn's work critiques many aspects of traditional education, namely the use of competition or external factors as motivation. Kohn maintains that societies based on extrinsic motivation always become inefficient over time. He questions the hierarchical structures at work in mainstream education. Positions of authority are "unnaturally scarce," and such systems assume that all people have a competitive nature. He argues that positive enforcement only encourages students to seek out more positive enforcement, rather than truly learn. Kohn believes that the ideal classroom emphasizes curiosity and cooperation above all, and that the student's curiosity should determine what is taught. Because of this, he argues that standards

should be kept very minimal and is critical of standardized testing. Kohn also argues that a strict curriculum and homework are counterintuitive to student needs. When it comes to classroom management, Kohn believes that most teachers rely too heavily on extrinsic motivation rather than more intrinsic factors. He suggests teachers keep cooperation in mind because when curiosity is nurtured, rewards and punishments aren't necessary. To implement Kohn's approaches in the classroom, teachers can allow students to explore the topics that interest them most. Students "should be able to think and write and explore without worrying about how good they are," he suggests. In general, Kohn believes that there is too much emphasis on achievement rather than the learning process. He emphasizes that not all students learn at the same pace, and standards do not take this into account. In general, Kohn believes in classrooms where the student is at the center of everything. Ideally, such a classroom would feature:Multiple activity centers with various classroom structures for group work

- Displays of student projects
- Students exchanging ideas
- A respectful teacher mingling with students
- Students excited about learning and actively asking questions
- Multiple activities occurring at the same time

In terms of modern school systems, Kohn's approaches are more consistent with those used in elementary classrooms.

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